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ABSTRACT

This health education guide for grade six is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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health: grade six

interim guide

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		It is important to provide opportunities for students to experience personal success. Successes enhance self-concept development.
1.0 Personal Development Students should be able to:		
1.1 Demonstrate an increased awareness of self and others.	Write a personal want ad and describe positive personal attributes and uniqueness.	
	Develop a logo or cut out a shape and record one or more characteristics on it that illustrate personal uniqueness.	
	Discuss characteristics of the class and indicate on a class circle whenever you have such characteristic.	Make large class Circles; e.g., Sports, Musical Instruments. Have students sign circles where appropriate. Post up on wall: "About Our Class." Stress the importance of being self-aware. Distinguish between real and ideal self by providing examples such as:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Real Self: liking others, being kind, warm and open, sharing, being likeable.
	See a film and discuss the importance of trying new experiences.	Film: "But They Might Laugh," Inside Out: A Guide for Teachers, National Instructional Television Center, Bloomington Indiana, 1973 (series available at Department of Education Library). This film points out the importance of trying new things in order to expand one's repertoire of skills. There are other titles that could be selected for this objective.
1.2 Demonstrate how to make thoughtful decisions.	Solve situations using the decision-making process.	Review the steps to making decisions from grade four. . Define the problem. . Explore possible solutions. . Discuss pros and cons of each solution. . Choose the best alternative. . Act on it. . Evaluate. Describe a problem to the class and have the students discuss its solution, using the decision-making process. See Teaching Aids for sample situations. If there is not full agreement, a class vote may be in order. Work out the process on the board.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		WEDGE, Hurray For Me, Trial Edition, Grade 6 (Vancouver, BC: The Author, 1981), pp. 19-21.
2.0 Relationships Students should be able to:		
2.1 Recognize that individuals may be influenced by others.	Discuss examples of decisions that are influenced by others.	Explore the terms, "peers" and "peer pressure." Examples to suggest of decisions are: choice of clothes, choice of friends, mixed parties, smoking, clubs to join, games to play, lessons to take Beside each area, indicate the source of influence; e.g., parents, family, friends, teachers, advertising, TV, magazines.
	Complete a worksheet, "Who Makes Up My Mind."	See Teaching Aids for worksheet. Calgary Board of Education, Interpersonal Relationships, Elementary 4, 5, 6, Grade 6 (Calgary, AB: The Author, 1982), Grade 6, Lesson 9.
2.2 Identify common situations involving passive, aggressive and assertive behavior.	Make a class list of common situations involving passive, aggressive and assertive behavior; classify each situation as to the type of behavior demonstrated.	Individuals may respond to everyday situations in different ways: . passive--avoiding a conflict, ignoring the situation, or giving in to another person . aggressive--standing up for one's own rights while denying other individuals their rights, attacking another person, over-reacting, putting someone down, being obnoxious

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. assertive--standing up for one's own rights, expressing oneself honestly and openly without denying the rights of others Suggest examples of situations in which these three types of behavior are found: . taking a stand on an issue and saying "No" . requesting something of another person . expressing that another person's behavior is causing you a problem . having someone cut in ahead of you in line . expressing a difference of opinion . asking for help . asking a teacher for clarification
	Identify common situations involving passive, aggressive and assertive behavior, and discuss how they were handled.	Encourage students to identify situations and their outside influences, including those of parents, peers, teachers, and advertising.
2.3 Identify the benefits of being assertive.	Make a list of benefits individuals receive from being assertive.	Some benefits to suggest: personal satisfaction, increased self-worth, increased sense of personal honesty, more control over one's life, increased ability to exercise one's rights and beliefs, respect from others, increased success, reduced stress when handling conflicts
2.4 Know ways to be assertive verbally and non-verbally.	Discuss how to be assertive verbally and non-verbally in a given situation.	Three verbal, assertive skills that students can use are:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Taking a Stand . stating your position . stating justification . acknowledging another person's feelings E.g. - "No, I can't go with you to the show because I promised my mother I would babysit. Hope you are not too disappointed." . Asking Favors or Asserting Rights . stating the problem to be changed . making the request for change E.g. - "My allowance doesn't cover my expenses anymore. Do you think we could discuss an increase?" . Expressing Positive and Negative Feelings . stating your feelings . giving justification for your feelings . stating the situation or the behavior that led to the feeling E.g. - "Thank you for helping me with the dishes because now we can go to the early show." Three non-verbal assertive skills are: . eye contact - look directly at the person to whom you are speaking

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. tone of voice - speak confidently and clearly . body language - make message communicated by face, hands, and posture consistent with verbal messages
2.5 Demonstrate ways to be more assertive in handling outside influences.	Role play how to be assertive verbally and non-verbally.	Have small groups of students select a situation from the list from 2.2 and role play taking a stand, asking a favor or asserting rights, expressing their feelings, and using non-verbal skills.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal attributes and qualities.	Complete a worksheet describing personal qualities and attributes.	See Teaching Aids for worksheet, "Me!" See Teaching Aids for survey worksheet, "Snoopy Self-Concept Survey." WEDGE, Hurray for Me, Grade 6 (Vancouver, BC: The Author, 1981), pp. 9-10.
3.2 Be aware of the relationships between practicing positive lifestyle behavior and health.	Discuss the benefits of using assertive skills and how they influence social, emotional, and physical health.	Health can be defined as the quality of life an individual has in relation to the five dimensions of health: physical, social, emotional, spiritual and cultural. Lifestyle behavior can enhance or detract from one's total health. Lifestyle refers to the way an individual conducts his/her life. Lifestyle involves skills such as: working cooperatively with a friend, choosing a

<table>
<tr><th>OBJECTIVES</th><th>SUGGESTED STUDENT ACTIVITIES</th><th>TEACHER NOTES</th></tr>
<tr><td></td><td></td><td>group of friends, deciding what to wear or eat, how to relax, how to handle situations assertively, etc. Encourage students to review the benefits derived from assertiveness and other lifestyle skills, and relate them to health.</td></tr>
<tr><td></td><td>Keep a record of how personal time is spent, depicting daily lifestyle events. Describe time spent, enjoyment obtained, and effect on health.</td><td>Reproduce the following chart and have students complete it:

How I Spend My Day
Daily Events | Time Spent | Level of Success and Enjoyment | One Word to Describe Effects of Events on Health
. dressing
. breakfast with family
. school bus ride</td></tr>
<tr><td>3.3 Analyze case studies dealing with relationships.</td><td>In a small group, work through a case study about relationships; solve the problem in an assertive way.</td><td>See Teaching Aids for sample case studies. Encourage groups to use the following steps to work through case studies:</td></tr>
</table>

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. identify problems . propose solutions . finish the case study in a positive, assertive way . write the solution to the case study and be prepared to role play it in class
3.4 Participate in a self-improvement project.	Select a skill or behavior that you would like to improve, design a plan and carry it out. Record several goal statements that relate to personal skills and behavior.	Students can be encouraged to examine personal strengths and weaknesses and to select one aspect that needs improvement. Have them propose positive ways (goal statements) to make self-improvement and enhance social-emotional well-being.

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		In this unit, students learn more about the nervous and endocrine systems--their importance, structure and function, malfunctions and care.
1.0 Nervous System		Explain the following: . The nervous system directs and coordinates the body. . The brain weighs about 113 grams at birth and 1362 grams (3 pounds) when fully grown. Diagrams, models, charts, or a killed animal are useful in showing the brain and nerves.
Students should be able to:		
1.1 Locate the main parts of the nervous system.	Identify and locate the major parts of the nervous system.	Locations: Brain - skull Spinal Cord - torso Nerves - extremities, abdomen - to all body areas

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Ask: . What body layers cover and protect the nervous system? (skin - muscles; bones - skull, vertebral column or backbone; fluid and membranes)
	State the relation of the brain to spinal cord.	Have the students feel their backbones and find the four curvatures of the backbone. The brain is directly connected to the spinal cord. There are 31 segments of the spinal cord. The spinal cord is jointed, allowing some movement and is about 44 cm (18 inches) long. It is housed inside the vertebral column. Explain that the skull is tightly jointed, with several protective membranes and fluid that protects the brain from shocks and sudden movements. The brain, sensory organs and nerves keep a person in touch with the environment, enabling the person to respond. See diagram in Teaching Aids.
1.2 Recognize the importance of the nervous system to well-being.	List several ways that the senses and brain promote safety and harmony of the body.	For example: . nose smells smoke and warns us of a fire . eyes see red light and warn us to stop at crosswalk
	List four vital signs of life that are regulated by the nervous system.	Four VITAL SIGNS are pulse, temperature, blood pressure and respiration.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss the major ways that humans out-perform other animals in relation to nervous system functioning.	Examples are: . motor responses . intellectual reasoning . eye-hand coordination
1.3 Know the structure and function of the nervous system.	Discuss the functions of the three parts of the brain.	As you discuss each part and its function, write the name on the blackboard. It is not necessary to have students memorize the names. . brain stem (the medulla regulates respiratory and heart rate, wakefullness, and size of the blood vessels) . cerebellum (controls movements and balance) . cerebrum (creates, thinks, reasons, remembers)
	Simulate the structure of the brain and discuss the importance of a wrinkled brain.	Have the students crumple paper and line a plate with it. A wrinkled or convoluted brain allows for more brain cells, hence the potential for greater intelligence. A visual or model of the brain is useful for observation. Using diagrams, compare the cerebrums of different animals and observe wrinkled texture, size, shape and skull size.
	Locate on a diagram the five sensory areas of the brain and their related functions.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.4 Investigate how nerves carry messages.	Simulate the passage of a stimulus along a nerve to the brain and back, effecting a change.	Explain the following: A nerve cell is called a neuron. We are born with over ten billion neurons which consume one-quarter of our needed oxygen supply. Neurons have a cell body and fibers to other cells. Neurons form chains like words along which messages move. Have the students hold hands and form two lines. One line of students acts as sensory nerves with one person designated as the brain. The second line acts as motor nerves. Have students send a message by squeezing hands from one to the next or pass a note. The motor line of students will effect a response to the message.
	Diagram the passage of a stimulus-response along a nerve.	See diagram in Teaching Aids.
1.5 Recognize malfunctions of the nervous system.	List factors that influence the nervous system and their effects.	For example: . accidents - head injury, birth injury . stressful situations - noise, family problems, peer problems, crime . sleep, food, exercise

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Write a project about a disorder of the sensory organs and/or nervous system.	. oxygen, carbon dioxide, carbon monoxide balance . emotions . colors, weather . drugs and chemicals Some examples of <u>sensory disorders</u>: . astigmatism - blurred vision, headache . near- and far-sightedness, blindness . color blindness, styes, pinkeye . deafness, ringing in ears, earache Some examples of <u>nervous system disorders</u>: . epilepsy . cerebral palsy . multiple sclerosis . fainting . headache . head injuries In studying a disease, have the students determine the following: . cause . characteristic signals of the disorder . description of disorder . cure . care and prevention measures

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
<u>Endocrine System</u>		Explain that the endocrine system produces body chemicals, called hormones, which regulate and control body growth and functioning. The pituitary gland is a pea-sized gland at the base of the brain. It produces many different body chemicals (hormones) which have various effects on other parts of the body and other glands. It is called the master gland of the body.
1.6 Locate the main endocrine glands of the body.	Label and color the major endocrine glands on an outline of the human body.	Major endocrine glands are: . pituitary - base of brain . thyroid - neck . pancreas - below stomach . adrenals - on top of kidneys . ovaries, testes - pelvis or scrotum See diagram in <u>Teaching Aids</u>.
1.7 Know the major endocrine glands and their basic functions.	Name the major endocrine glands and their functions.	Explain that hormones are body chemicals that are secreted by the gland into the blood stream. The influence of hormones is felt by other body organs which then undergo change. <u>Gland Function</u> . Pituitary - responsible for bone and muscle growth and directs the work of all other endocrine glands. Produces many kinds of hormones.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Called Master Gland of Body. . Adrenal glands - respond to fear, provide extra energy, regulate salt and water balance, produce adrenalin and cortisone. . Pancreas - regulates the body's use of sugar by insulin. . Thyroid - a small butterfly-shaped gland in the neck. Regulates the body's growth rate of cells and energy. .*Ovaries - female glands that produce egg cells. .*Testes - male glands that produce sperm cells. *Handle this discussion with sensitivity.
	Match major endocrine glands with their basic functions.	
1.8 Recognize the importance of hormones to well-being.	Calculate average class height and weight and compare to average height and weight charts for Canadians.	Explain that growth is regulated by hormones. Puberty is marked by a growth spurt and the development of secondary sexual characteristics. Have students record height and weight at stations in the classroom. Handle this topic with sensitivity--some students may be overweight. Help students understand that normal growth is patterned and predictable, and influenced by heredity and the environment. See growth charts in Teaching Aids.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss personal growth patterns and growth spurts and list factors that influence growth rate.	Students often wonder if they are growing normally. Compare their height and weight to average charts. Explain that heredity, food, rest, environment, age and development influence growth patterns.
	List examples of physical, social and emotional changes associated with puberty.	Explain the following: Sexual maturation is regulated by hormones. The testes produce testosterone at puberty under the influence of the pituitary gland, causing the development of male secondary sexual characteristics and the production of sperm. The pituitary influences the ovaries to produce estrogen, which causes the development of secondary sexual characteristics in females and the onset of menstruation and the development of ova. Discuss secondary characteristics of puberty.
	Describe the reaction of the body to physical and emotional stress.	Have the class describe the fight-flight reaction of the body to stress. See Teaching Aids.
	Write several paragraphs to summarize the function and importance of the endocrine glands.	Explain that hormones affect: . growth . replacement of body cells and repair of tissues . use of sugar . energy . flight or fight . secondary sexual characteristics . continuation of the species

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 <u>Keeping Fit</u> Students should be able to: 2.1 Identify optical illusions in the everyday world.	Define and discuss how optical illusions benefit individuals. Discuss how optical illusions are important in nature. Study a variety of optical illusions and group them into classifications.	Brainstorm common examples of everyday illusions. Prepare slides or bring pictures to class that illustrate optical illusions for: . printing - color and black ink . camouflage in wartime - uniforms, weapon concealment . paintings . architecture . television sets . movie projectors . computers and art . telescope, microscope For example: . camouflage on animals--fish, birds, butterflies, fawns, chameleons (protection) These activities are fun for students and function as a good introduction to the wonders of the body and mind.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Discuss how we feel comfortable when the world makes sense. Eye and mind (and other senses) are constantly working to make things look familiar. Things we look at become organized into patterns; i.e., figures or animals while cloud gazing. Locate reference books that illustrate optical illusions: . hidden figures, shapes, letters . reversible, impossible, moving images . motion illusions . proportion and shape illusions
2.2 Recognize the effects of personal health practices on physical fitness.	Discuss the effects of exercise, rest, sleep and diet.	Divide the class into groups and ask them to list examples of good health habits and their effects (benefits). Example: Exercise (types) — Effects . biking — . cardiovascular endurance . swimming

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal well-being.	Participate in vision and hearing tests.	Invite the school nurse or trained clinician to class to conduct and explain vision and hearing tests. A Snellen's eye chart could be used to check vision of students.
	Describe personal coping style for reducing physical and emotional stress.	Coping Style: This deals with the way individuals cope with life's stresses--do they face reality, do they avoid responsibility, do they try to escape through the use of excuses, are they easily upset, do they remain calm.
3.2 Know the importance of caring for the nervous system.	Write several paragraphs outlining why the nervous system is vital to life. Describe the consequences of inappropriate care or malfunctions of the nervous system.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Prepare a timeline chart citing examples of personal responsibility for well-being and describe the benefits.	Health Practice Health Practices 9 10 11 12
	Prepare a list of opportunities and services that your community provides for optimal fitness.	Opportunities / Most of the Time / Some of the Time / Rarely or Never
3.3 Propose goals to promote the optimal well-being of the nervous system.	Write or state goal statements that promote optimal well-being.	Examples of goal statements: . "I will participate in regular vision and hearing tests." . "I will not dive into unknown waters." . "I will participate in a first-aid course so that I understand how to care for neck, back or head injuries." . "I will avoid drugs."

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Food This concept has been developed in earlier grades. No activities have been designed from grade five to grade nine for this section.		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought 4-6, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Food Classification Students should be able to:		
2.1 Know the function of digestion.	Discuss how the digestive system converts ingested foods to nutrients that the body can use.	Pretest students or provide a review using a film, "The Great Nutrition Turn-On" (Department of Health), to emphasize major understanding of digestion. Review the digestive system's basic functions (grade five): . changes ingested foods to nutrients (physically and chemically) . provides for absorption of nutrients by blood (carbohydrates and proteins) and lymph (fats) . provides for elimination of body wastes
	Label a diagram of the digestive system and write one function for each structure.	Prepare an overhead or chart of the digestive system. Review each structure and function. See Teaching Aids for a diagram of the digestive system. Ask: . Where is food completely digested? (small intestine) . What are the smallest units of proteins, carbohydrates and fats after complete breakdown? (amino acids, glucose, fatty acids and glycerol)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Where do these end-products of digestion go? (to the liver via blood) . What other nutrients are obtained from digestion? (vitamins, minerals, water)
2.2 Recognize the importance of the major nutrients to well-being.	List the six major nutrients provided by the basic four food groups and explain their primary contribution to well-being.	Explain that nutrients are substances in foods that are essential for growth, repair, health and energy. Six major nutrients are: . Carbohydrates and Fats - energy . Protein - growth, repair, muscle development . Vitamins and Minerals - well-being and regulation . Water - aids body process
2.3 Recognize the role of the important nutrients to well-being.		See Teaching Aids for a chart: "Important Nutrients in Canada's Food Guide."
	Complete a crossword puzzle about nutrients.	See Teaching Aids for Big Ideas 4-6 (Manitoba Milk Producers' Marketing Board), Section 3: "Crossword Puzzle."
	Make a mobile illustrating a nutrient and its characteristic function.	Characteristics could represent everyday activities; for example, bread: energy--running a race.
2.4 Classify foods into food groups based on nutrient content.	Play a food flash card activity by holding up correct food group card when presented with a food picture.	Collect 12 to 15 pictures of single food items. Have students make and label four cards, color-coded to the four food groups in Canada's Food Guide. Show the single food item pictures in turn to the class. Encourage students to hold up the correct color-coded food for each picture. Discuss.
	Using food comparison bar graphs, identify the food	Note: Big Ideas uses the term "Leader Nutrients." In Canada's Food Guide Handbook, they are known as

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	group and the important nutrients for each food.	"Important Nutrients." Review this handbook to enhance your background. Food comparison bar graphs can be ordered from the Dairy Bureau of Canada.
	Make a poster illustrating the major nutrients found within each category of Canada's Food Guide. Make a list of foods eaten during one meal, and place each food item on the chart. Defend the quality of the meal.	Discuss how, by choosing a variety of foods from the recommended servings of Canada's Food Guide, we can get the right combinations of nutrients. See Teaching Aids for food group nutrient chart.
2.5 Identify foods rich in important vitamins and minerals.	List a variety of foods rich in iron, calcium, vitamins A, B and C, and state the importance of each nutrient. Research or debate the importance of iron, calcium, vitamins A and C for well-being.	
	Discuss the pros and cons of vitamin and mineral supplements.	Explain that meals planned according to Canada's Food Guide will provide the body with over fifty nutrients that it requires. Vitamin and mineral supplements, often taken to improve a poor diet, do not provide all the essential nutrients the body needs. (Most supplements contain less than 15 vitamins and minerals.)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Supplements may be prescribed for persons with special needs such as nutrient deficiencies, pregnancy, digestive malfunctions, or disease states.
2.6 Analyze nutrients in foods. (OPTIONAL)	Test foods for presence of protein, fat, carbohydrate, vitamins A and C, minerals and water, and record the results on a chart.	See Teaching Aids for experiments. Big Ideas 4-6 (Manitoba Milk Producers' Marketing Board), Section 1: Identification.
3.0 Food Selection Students should be able to:		
3.1 Analyze food choices.	Complete worksheet and analyze food choices for important nutrients and food groups. Discuss factors that influence students in selecting foods and snacks.	See Teaching Aids for the story, "A Busy Day." Read it to the class and provide students with worksheets and analysis sheets. Make a list of examples such as: . taste . cost . appearance . cost of preparation . availability . social persuasion . season or geography . mealtime milieu . advertising

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Big Ideas 4-6 (Manitoba Milk Producers' Marketing Board), Section 4: Selection.
4.0 Food Appreciation This concept has been developed in earlier grades. No activities have been designed from grade five to grade nine for this section.		
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Assess personal nutrition life-style.	List fifteen favorite foods and drinks; place foods within the four food groups or the "extra" category.	Stress the importance of eating according to Canada's Food Guide to meet nutrient requirements. . 3 servings of Milk and Milk Products . 3-5 servings of Breads and Cereals . 4-5 servings of Fruits and Vegetables . 2 servings of Meat, Fish, Poultry and Alternates Note foods high in salt, sugar and fat.
5.2 Recognize the relationship of food choices to well-being.	Describe the consequences of eating excessive amounts of foods and snacks versus making wise choices.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		A minimal choice of "extras" can be selected after daily requirements are met.
5.3 Propose nutrition goals to improve health.	Discuss short- and long-term nutrition goals.	Discuss the term "goal" and make a class list of nutrition goals. Examples are: . "I will increase milk servings daily (from 2 to 3)." . "I will decrease the number of extras daily from 3 to 2." . "I will select at least one whole grain food a day." . "I will eat a vegetable or fruit high in vitamin C and/or A daily." . "I will choose snack foods lower in fat, salt and sugar."
5.4 Propose a plan of action to improve nutrition lifestyle and health.	Select an eating-out habit you wish to improve. Design a plan to show nutritional improvement.	Have students discuss eating-out patterns and choose one habit they wish to improve. . State the problem. . Propose alternatives. . Discuss pros and cons. . Select the best alternative. . Make a plan. Propose personal goals and carry out the plan for a period of time. . Evaluate the plan.

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Know characteristics of the mouth.	Observe the mouth and describe the function and characteristics of each part. Determine the presence or absence of plaque and its location on teeth using disclosing tablets.	Have students observe the mouth of another student using a dental mirror or tongue blade in a good light source. Identify: moist lining of the mouth/tongue/uvula/pharynx/four types of teeth/ presence or absence of plaque.
2.0 Environmental Factors		Explain that tooth decay is a widespread disease. The body's inability to repair cavities makes dental treatment necessary. Students should be encouraged to take individual action to prevent plaque formation and resultant caries. Introduce this section by showing a film, "Tooth-brushing with Charlie Brown," or "Dental Flossophy with Charlie Brown" (Department of Health Film Library).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Review correct flossing procedure and practice flossing. Invite a dental hygienist to class to discuss and demonstrate flossing technique. Order pamphlet or wall poster "Brushing and Flossing" (Manitoba Department of Health).
Students should be able to:		
2.1 Recognize and locate plaque on teeth and gums.	Floss teeth and observe characteristics and location of collected debris.	Have students floss, and identify plaque and/or debris on the floss. Observe debris characteristics (particles, color, odor). This may cause some embarrassment; be sensitive in handling this activity.
	Using a diagram of the teeth, indicate the probable location of plaque.	After flossing, have students disclose to identify plaque on tooth surfaces and edges of gums.
2.2 Know the consequences of a plaque build-up on the teeth.	Observe a diagram of the process of gum disease, and discuss the stages of gum disease.	Discuss the following: Plaque is a soft film that forms constantly and can be removed by brushing and flossing. If allowed to remain on teeth, it usually becomes hard and is called tartar or calculus. It must be removed by a dental professional.
	Discuss how soft or hard plaque may irritate the gums and cause inflammation.	Explain that plaque forms as a soft, sticky layer where bacteria multiply and food debris collects. This results in the production of acids and toxic by-products. These irritate gum tissue, resulting in inflammation and odor. The acids produced are the major cause of tooth decay as they weaken the tooth surface. See: "Plaque Chain," Learning About Your Oral Health, Book III (American Dental Association, 1980).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explain the following: . bacteria + sugar = acid . acid + tooth = dental decay
	Define gingivitis and discuss the consequences of gingivitis on health.	
2.3 Explain the relationship between plaque, sugar and dental disease.	Identify the relationship between sticky, sweet foods, plaque and decay.	Review dentally safe foods and dentally unsafe foods.
	Explain the process of dental decay and discuss the consequences.	See Teaching Aids, "Results of Decay," Learning About Your Oral Health (American Dental Association, 1980). "The Process of Dental Decay," Illustration #5, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
2.4 Know common dental diseases and their consequences.	Name the most common kinds of dental disease of youth and adults. Draw conclusions about plaque build-up and dental diseases.	Invite a dental hygienist to class to discuss dental diseases. Request that the hygienist show slides of plaque build-up, gingivitis and caries. Consider such aspects as: . physical health . periodontal disease . halitosis . appearance . feelings . cost

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Find out the costs of dental treatment for a variety of dental problems.	Have students contact dentists or the Manitoba Dental Association to determine the costs of the following: . cleaning . filling . braces (and orthodontic treatment) . x-ray . other
2.5 Analyze accidents which may present risks to teeth.	Discuss several dentally-related accidents and analyze how each could have been prevented.	Survey the class to find out types and incidence of dental injuries the students have had. Discuss a dental accident and identify: . evident hazards . possible risks . consequences . prevention Review hazards such as objects or situations that can cause an accident. Brainstorm for hazards and situations that might damage the teeth.
2.6 Know dental products and practices that are effective in maintaining good dental health.	Assemble ads promoting dental products and differentiate between realistic and sensationalistic claims.	Explain that advertisers often go to extremes to sell their products. The information may be misleading. Have students watch TV or find magazine ads that illustrate realistic and sensationalistic claims. Classify the ads. If in doubt, check with a dentist or other resource to get accurate information.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Examples to study include: . pastes . brushes . water-irrigating devices . mouth washes . dental floss
	Discuss how families prevent dental disease and maintain good dental health.	Explain that many factors influence the incidence of dental disease: . skill and frequency of brushing and flossing . oral hygiene . professional care . potential and untreated dental accidents Invite a dental hygienist to class to explain the practices that promote a student's dental health.
	List parental practices that promote good dental health during childhood and infancy.	Emphasize that the same concepts about decay and disease apply to pre- and school-age children and adults. Have students discuss these points with family and classmates: . dental checkups . teeth cleaning . fluoridation . diet . oral hygiene . types of dental health workers Have them relate the benefits of adopting these practices to total well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess dental practices.	Brush, floss, disclose and evaluate dental practices.	Have students brush, floss and disclose, using disclosing tablets. Rate brushing performance on plaque removal. Flossing technique can be assessed by presence or absence of bleeding gums.
	Write a short report on personal dental practices.	Pamphlet: "What's Your Dental I.Q.?" (Health Education Services, Manitoba Department of Health).
3.2 Recognize community supports that promote dental health.	List a variety of people that can assist individuals in improving dental health.	Discuss how individuals, families and community professionals, agencies and services can promote dental health. Examples are: . professional care . safety rules . foods and snacks . brushing, flossing and disclosing . dental workers . health workers . fluoridation
3.3 Propose goals to improve dental health.	Propose short- and long-term dental goals and justify them.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.4 Design a plan of action to improve and maintain dental health.	Write a "contract" to practice good oral hygiene habits. Select a dental practice that needs improvement, design a plan of action to improve dental health, and carry it out.	

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments		Teachers should take a first-aid course or update their first-aid skills before teaching any first aid skills. Students must be instructed in first-aid procedures only by a qualified, first-aid instructor.
Students should be able to:		
1.1 Know common accidents of school-aged children.	Summarize and chart the kinds of accidents that occur to school-aged children.	Define an accident as an unplanned event or act that may result in injury, property damage or death. Explain that accidents are the major cause of deaths of all ages of children. One method of organizing information is to study school accidents. Review the following: . kinds of accidents . numbers of each kind . where accidents occur . day of week . month of year Contact a local hospital and request information about common accidents to children in the local community.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Bring newspaper articles to school about accidents that occur to children.	
1.2 Know the importance of first aid.	Discuss the meaning and importance of first aid.	Explain that first aid is immediate and temporary care given to a victim of an accident or in sudden illness situations. Invite the school nurse or a representative from a safety agency to discuss first aid and demonstrate some basic procedures.
	Discuss reasons for using first aid.	Explain that first aid is used to: . save a life . prevent further injury or infection . assist recovery
1.3 Explain the correct procedure for emergency situations.	Define an emergency and provide examples.	An emergency is an unforeseen happening or illness that requires immediate action. Examples of emergencies are: . breathing cessation . fainting . severe bleeding . broken bone (fracture) . choking . poisoning See Teaching Aids for background on choking procedures.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Invite a qualified first-aid instructor to class to discuss correct first-aid procedures.
	Simulate a phone call reporting an emergency.	Stress that students should use the following procedure: . locate local community emergency numbers . dial giving full name, location of accident, what happened using a model phone . verify the call to be sure the person answering the call has the complete information
	Identify and discuss emergency procedures to use in a variety of emergencies.	Guidelines to stress: . keep calm . get help from an adult . send for medical help . keep victim calm and comfortable . reassure victim help is coming St. John Ambulance Bulletin Board First Aid Kit (posters)
1.4 Demonstrate how to assess breathing and assist in situations of breathing cessation.	Practice listening, watching and feeling for presence of breathing.	It is advisable to use the safety inventory from 2.0 at the beginning of this area of study. Stress that breathing is a vital life process.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Students can check breathing status of a partner by listening for breath sounds at nose and mouth, watching the chest rise and feeling the chest rise. Explain that the following accidents may cause cessation of breathing: drowning, electric shock, poisons, insect bites, choking, suffocating from playing in enclosed places, carbon monoxide poisoning.
	Practice emergency skills in the event of breathing cessation.	Have students verbalize and demonstrate what to do if a person is not breathing: . check mouth for obstacles and remove them . yell for help . ensure an adequate airway
1.5 Demonstrate correct first-aid skills to stop bleeding.	Discuss and practice correct first-aid procedures to stop bleeding.	Emphasize the following steps: . Stop bleeding by pressure from hand or bandage. . Elevate bleeding part. . Apply ice if bleeding persists. . Reinforce clean dressings; do not remove blood-soaked dressings. . Report the accident to an adult.
	Role play how to stop a nosebleed.	Emphasize the following: . Sit victim up, leaning slightly forward to prevent blood running in the throat. . Pinch nostrils at base of bones and on cartilage (10 minutes). . Seek doctor if bleeding persists.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Simulate how to treat a cut or wound.	
1.6 Demonstrate correct first aid to treat and prevent burn and scald injuries.	Relate the steps for, or preventing, scald and burn injuries.	Review Burn Prevention from grade one.
	Demonstrate how to apply first aid in burn or scald emergencies.	Students should be able to demonstrate the following safe practices: . Drop on the spot and smother a fire by rolling over and over on the flame. . Immerse burned or scalded area in cold water or wet towels until pain ceases. . Do not remove burned clothing. . Apply nothing but cold water and clean dressings to eliminate air and lower heat. . Do not prick blisters if formed. . Seek medical attention immediately.
1.7 Know how to treat an insect bite.	Discuss safety measures to follow if bitten by an insect.	Emphasize the following steps: . Identify the insect if possible and locate the stinger. Do not pull it out. . Scrape off stinger, using a smooth object to remove the poison sac. . Apply ice or immerse in icy water. . Seek medical help immediately if victim has many bites or shows signs of swelling or breathing difficulty.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Simulate first aid for an insect bite.	
1.8 Demonstrate how to treat poisoning.	Relate the steps to report poisoning.	Emphasize the following steps: . Check for breathing. . Find poison container and identify. . Call hospital, poison control center or doctor immediately. . State poison, amount swallowed, victim, address. . Follow directions of authority. . If a doctor is not available, go to the hospital. . Do not give anything to victim if label signals corrosive or mouth appears burned or stained. . Take container and victim to the hospital.
1.9 Demonstrate how to treat a person who has fainted.	Practice lowering the head between the knees if a person feels faint. Practice how to position a person who has fainted.	Explain that when the blood supply to the brain is suddenly reduced, a person may feel faint and lose consciousness temporarily. Explain that a person beginning to faint shows the following signs: . paleness . moist skin . weakness . light headedness Outline the following procedure: . Lower person to ground quickly. . Place on back.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. Elevate feet 30 cm (12 inches). . Loosen tight clothing (tie, belt, shirt). . Call an adult.
2.0 Promoting Positive Lifestyle Practices Students should be able to:		
2.1 Assess personal first-aid skills.	Complete a first-aid quiz and rate performance.	See Teaching Aids for first-aid quiz. Use this as an introduction to the unit on Safety. Have students identify areas that need improvement.
2.2 Identify organizations and professionals who train, prepare and deliver first aid.	Locate community and school health workers.	Have students locate local health agencies and services and phone numbers.
2.3 Recognize the importance of individual responsibility in community safety.	Describe ways that students can promote community safety.	Stress that students have responsibilities for promoting safety at home, school and in the community.
	Prepare a first-aid kit for school or home use.	Have students research the components of a first-aid kit for school or home use.
2.4 Propose goal statements to promote a safety lifestyle.	From the safety assessment, select a behavior that needs improvement and propose goal statements to improve safety lifestyle.	Examples: TRAFFIC SAFETY . "I will buckle up my safety belt when in a motor vehicle." . "I will look both ways before crossing in a crosswalk and with the green light."

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.5 Design a plan of action to promote safety and well-being.	Select a safety behavior that needs improvement and apply the decision making process.	Decision making process: . Identify the problem. . List alternatives. . Discuss or enumerate pros and cons for each suggestion. . Select the best alternative. . Design a plan of improvement. . List goal statements. . Keep a record for a period of time. . Evaluate
	Design and implement safety activities for a school fair.	Activities in the fair should reflect the K to 6 safety sections of the curriculum. Ideas that could be developed: . Safety Patrol . School Bus Patrol

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to:		
1.1 Know methods and procedures used to safeguard water supplies.	Describe how water treatment plants purify water.	Contact your local municipality for information on water treatment. Discuss slides and pictures or plan a field trip to see methods of water purification.
	Describe how individuals can maintain a safe water supply.	Explain that the provincial government has a laboratory for testing purity of water. Water standards describe: color, odor, taste, turbidity, and coliform organisms.
	Demonstrate a correct procedure to sterilize water.	See article in Teaching Aids re water purification, "Emergency Disinfection: What To Tell Customers."
1.2 Know methods and procedures used by a community to treat sewage.	Describe how a sewage treatment plant processes sewage.	Contact your local municipality for information.
	Describe how sewage is treated in a variety of communities.	Invite an environmental officer to discuss treatment of sewage in a septic tank, lagoon or pit.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Estimate the amount of space needed to store one week's garbage for home, classroom or community.	Stress that space for garbage disposal is limited. Sites used for garbage storage are: . land fills . open dumps . the ocean
1.3 Recognize the kinds and volume of solid wastes produced at home and at school.	Identify and record kinds of solid wastes collected in the home for a week. Record the kinds and amount of solid wastes collected in the classroom for a week.	Have students list household solid wastes families and students dispose of at home. Calculate the amount of garbage in meters, bags, or a standard unit for a period of time.
1.4 Recognize major litter sites in a community.	Construct a map of the community around the school where litter is most commonly found. Use symbols to identify the type of litter for each site.	Litter: objects that have been left in a place by people who no longer have use or value for these materials Explain that littering is a solid waste disposal problem that costs money and takes up excessive space. Do a community study to identify where litter is commonly found. This study can be repeated each season to compare amounts. Devise a system to classify types of litter. One system might be:

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. paper . glass . metal . food
2.0 Disease Prevention Students should be able to:		
2.1 Know some common communicable diseases of childhood.	List common childhood diseases and early signals of disease. Research the effects of a common childhood disease, its spread, control and prevention.	Examples of communicable diseases are measles, mumps, chicken pox, influenza, cold, impetigo, scabies, lice, sore throats, ringworm.
2.2 Recognize individual and community efforts to prevent the spread of communicable diseases.	Identify ways to prevent the spread of disease. Find out about immunization regulations for Manitobans and compare with personal immunization records.	Explain that diseases can be spread through drinking water, food, air, by smaller animals, direct contact with infected persons or contaminated articles. Personal hygiene, community regulations, immunization help to control diseases. Have students list preventive health behavior. Invite a public health nurse to class to discuss diseases that require isolation from school, recommended immunization schedule, and community health services that prevent and control disease.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Construct a mural or see a film illustrating ways to prevent the spread of communicable disease.	
	Write a short account of nineteenth- and twentieth-century scientists' contributions to disease prevention.	Scientists of importance are: Jenner, Lister, Koch, Pasteur, Salk, Fleming, Banting, Best.
2.3 Know some common chronic diseases.	Research and report on a common chronic disease.	Review definitions of communicable and non-communicable diseases. Have students work in groups to research a disease. Have them describe risk factors, effects, and control of the disease. Be sensitive in handling this topic. Suggested diseases to study: . arthritis . asthma . allergies . cancer . cerebral palsy . emphysema . heart disease . diabetes . muscular dystrophy . multiple sclerosis

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Contact health agencies representatives or Manitoba Health Department for information and resources.
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess personal health habits.	Keep a record for a day of all solid wastes disposed of and evaluate habits.	Encourage students to suggest ways to improve their habits by: . recycling . changing buying habits . reusing old materials . using ways to recover energy
	Keep a record of disease prevention habits for a day and evaluate.	Brainstorm a class list of common disease prevention habits. Prepare a checklist and record performance for a period of time.
3.2 Recognize the importance of government and voluntary and private workers in promoting community health.	Find out how local services and workers protect the environment and health of the community. Write a letter requesting information about local bylaws regarding littering, solid wastes, conservation, and disease prevention.	The local municipality can provide information on local bylaws and services.
	Discuss the importance of practicing disease prevention habits.	Stress that individuals can assume responsibility for health.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.3 Propose ways that individuals can promote community health.	Make an inventory of ways that individuals and organizations can reduce volume of solid wastes. Demonstrate how nature recycles organic materials into compost. Organize a litter clean-up campaign. Study local bylaws on littering and solid wastes and prepare a set of bylaws for school. Design litter awareness signs to discourage littering. Write a poem about litter prevention.	Propose ways that families, business, industries, schools, hospitals, and governments could reduce solid wastes. Some suggestions are: recycle, composts, biodegradable products, mulchers, garburators.
3.4 Propose a plan of action to improve disease prevention practices.	Select a health behavior that needs improvement and write a plan of action.	Ask the students to select one health behavior that they would like to improve on and practice. Have them use the following steps: . Define the health problem. . List alternatives to solve the problem. . Discuss the pros and cons of each alternative. . Choose the best alternative. . Prepare a plan. List ways or goal statements and try out the plan for a period of time. . Evaluate.